

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Academic Senate Agenda
April 14, 1992
UU 220 3:00-5:00 p.m.

FILE COPY

*3.10 and 3.12.92
minutes were
removed*

- I. Minutes: Approval of the March 10 and March 12, 1992 Academic Senate minutes (pp. 2-8).
- II. Communication(s) and Announcement(s):
 - A. Documents on File in the Academic Senate Office (p. 9).
 - B. Academic Senate Election Results 1992-1994 (pp. 10-11).
 - C. AS-378-92/IC "Resolution on Visibility of the Policy on Cheating and Plagiarism," approved by President Baker on March 23, 1992.
 - D. Letter of March 9, 1990 (sic) from Nagai to members of the Academic Senate re support of student/teacher evaluations (pp. 12-13).
 - E. TWO SPECIAL MEETINGS OF THE ACADEMIC SENATE HAVE BEEN SCHEDULED FOR TUESDAY, APRIL 28 AND MAY 19, 1992 FROM 3-5PM IN UU 220 TO FINALIZE THE "FACULTY RESPONSE TO THE STRATEGIC PLANNING DOCUMENT (GOALS ONLY)." PLEASE CALENDAR THESE MEETINGS.
 - F. Nominations are still being received for the positions of Academic Senate Chair, Vice Chair, and Secretary. The last day to submit nomination forms is April 28, 1992.
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. ASI Representatives
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Resolution on Academic Program Reviews-Pedersen, Chair of the Academic Program Review Ad Hoc Committee, second reading (pp. 14-33).
 - B. Resolution on Change of Grade-Murphy, Chair of the Instruction Committee, second reading (pp. 34-37).
 - C. Resolution on Committee Reporting-DeMers, Chair of the Constitution and Bylaws Committee, second reading (p. 38).
 - D. Resolution on Review of Proposal for Graduate Studies at Cal Poly-Shelton, Chair of the Long-Range Planning Committee, first reading (39-52).
 - E. Resolution on Budget Process-Rogers, Chair of the Budget Committee, first reading (53-54).
- VI. Discussion Item(s):
- VII. Adjournment:

DOCUMENTS ON FILE IN THE
ACADEMIC SENATE OFFICE

- 3/2/92 Memo/attachments, Kerschner to Presidents, re
"Recommendations from Panel of Experts on Campus
Climate"
- 3/10/92 Memo/attachments, Wilcox to Campuses, re "Senate
Positions on Budget Issues (Policy Position re '92/93
CSU Budget Requests and Proposed Student Fees and
Dealing with Reduced Funding: Maintaining the Quality
of the Educational Program)"
- 3/11/92 Campus responses to the Academic Senate CSU Resolution
"The Student-Athlete in the CSU"
- 3/12/92 Memo/attachments, Wilcox to Senate Chairs, re "Proposed
Changes in Legislation Covering the Basic Teaching
Credential"
- 3/12/92 Memo/attachments, Wilcox to Munitz, re "Status of
Senate Resolutions" acted on at March 5-6, 1992 meeting
- 3/16/92 Memo, anonymous author, re rules for establishing
priorities during the "Budget Crisis at Cal Poly and
the CSU System"
- 3/24/92 Memo/attachments, Suess to Deans, re "Appointment and
Payroll Procedures for Summer Quarter 1992"
- 3/27/92 Memo/attachments, Wilcox to Senate Chairs, re "Urgent
Requests" for community action and communication
regarding the CSU funding crisis

March 1992

**ACADEMIC SENATE ELECTION RESULTS
1992-1994**

(The individuals whose names are printed in **bold** type are newly-elected senators for the 1992-1994 term. The remaining individuals are continuing senators whose terms end in June 1993.)

SCHOOL OF AGRICULTURE (7 senators)

Academic Senate

Bermann, James

Hallock, Brent

Hannings, David

Shelton, Mark

Harris, John

Mueller, Wesley

Vix, Marlin

Agricultural Engineering

Soil Science

Ornamental Horticulture

Crop Science

Natural Resources Management

Crop Science

Agribusiness

SCHOOL OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (5 senators)

Academic Senate

Botwin, Michael

Johnston, Harold

Turnquist, Carl

Dubbink, David

Young, Richard

University Professional Leave Committee

Gaines, Merrill

Architectural Engineering

Construction Management

Construction Management

City & Regional Planning

Architecture

Architecture

SCHOOL OF BUSINESS (5 senators)

Academic Senate

Andrews, Charles

VACANCY

Burgunder, Lee

Buxbaum, James

Peach, David

Research Committee

VACANCY

University Professional Leave Committee

VACANCY

Accounting

Business Administration

Business Administration

Management

SCHOOL OF ENGINEERING (8 senators)

Academic Senate

Connely, John

Dana, Charles

Lomas, Charles

Morrobel-Sosa, Anny

VACANCY

Biezd, Daniel

Lo, Chien-Kuo

Wilson, Jack

Computer Science

Computer Science

Engineering Technology

Materials Engineering

Aero Engineering

Civil/Environmental Engineering

Mechanical Engineering

- 11 -
ACADEMIC SENATE ELECTION RESULTS
1992-1994

Page Two

SCHOOL OF LIBERAL ARTS (8 senators)

Academic Senate

Carter, Clay

Fetzer, Philip

LaPorte, Mary

Russell, Craig

Clark, Nancy

Mori, Barbara

Olds, Alexis

Troxel, Patricia

Research Committee

Krieger, Daniel

University Professional Leave Committee

Lant, Kathleen

Journalism

Political Science

Art & Design

Music

History

Social Sciences

Speech Communication

English

History

English

SCHOOL OF PROFESSIONAL STUDIES (5 senators)

(The senators elected to the School of Professional Studies will continue as Academic Senate representatives in the school to which their department is transferred during this next year.)

Academic Senate

Englund, David

Lord, Sarah

Weber, Barbara

Cunico, Gerald

DeMers, Gerald

Psychology and Human Development

Home Economics

Home Economics

Industrial Technology

Physical Education and Rec Adm

SCHOOL OF SCIENCE AND MATHEMATICS (8 senators)

Academic Senate

VACANCY

VACANCY

VACANCY

VACANCY

Bailey, Christina

Brown, Ronald

Hanson, Michael

Marlier, John

Research Committee

VACANCY

Chemistry

Physics

Biological Sciences

Chemistry

PROFESSIONAL CONSULTATIVE SERVICES (4 senators)

Academic Senate

Gamble, Lynne

Andre, Barbara

Ponce, Patricia

Proctor, Carolyn

Research Committee

VACANCY

University Professional Leave Committee

VACANCY

Library

Student Life and Activities

Student Academic Services

Career Services

STATEWIDE ACADEMIC SENATE

Kersten, Timothy

Economics



RECEIVED

MAR 11 1992

Academic Senate

SLAC Box 214
Cal Poly State University
San Luis Obispo, CA 93401

March 9, 1990

Academic Senate
Attn: Dr. Charles Andrews, Chairperson
F.O.B. 47, Office 25H
Cal Poly State University
San Luis Obispo, CA 93401

To the members of Academic Senate,

I am writing regarding my support for the current Pilot program for student/teacher evaluations for publication. As Vice-Chairperson for the School of Professional Studies, I am representative of over 15 clubs and organizations which feel that implementation of a reliable, qualitative, and informative student/teacher evaluation for publication would be beneficial to both continuing and new students. Also, at the recent February 26 meeting of the ASI Board of Directors, they unanimously voted to approve the contingency request of \$1500 for Student/Teacher Evaluations. The Board of Directors are student leaders which represent the voice of students from each school. This action taken by the Board of Directors demonstrates strong support in favor of the Pilot program.

The Educational Testing Program, currently being evaluated and used for this pilot program by the ASI Academic Commission is proven to be valid, consistent, and fair. The Student Instructional Report which consists of statistics of students evaluations would be very worthwhile if students were able to have access to the comments of their peers.

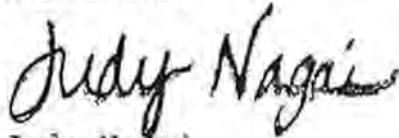
I have been informed that in the past, some form of a student/teacher evaluation was used, although phased out over time. There was also a committee consisting of both faculty and students which set forth to try to re-establish evaluations. Past history shows the continuing student interest and justifies the need for students to have the opportunity to give their opinions about selective General Education courses. As an undergraduate student taking general education courses, I have found

School of Professional Studies
California Polytechnic State University
San Luis Obispo, CA 93407
Business Office 805.756.2338

that some instructors of the same class may not cover the same topics or use the same books or novels. Perhaps over time, if support and success for the proposed student/teacher evaluations continues, course requirements and course material will become more consistent in what students learn and the amount of time and assignments each instructor requires.

I believe the Pilot program, which will begin during the end of Winter quarter, will be beneficial to both the students and faculty. This will determine the need and validity of such an evaluation. I strongly urge you, the Academic Senate, to support of the efforts taken by the ASI Academic Commission, which represents the students voice, to continue researching student/teacher evaluations for publication. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Judy Nagai".

Judy Nagai
School of Professional Studies
Vice-Chairperson

C.C.: Dr. Hazel Scott, Vice President of Student Affairs
Harry J. Busselen, Dean of Professional Studies
Kristin Burnett, ASI Academic Coordinator
Geoff Austin, ASI Academic Commission Chairperson

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -92/EX
RESOLUTION ON
ACADEMIC PROGRAM REVIEWS**

- WHEREAS, The current process of five-year reviews of "existing degree programs" required under AB 82-1 has not been effective in assessing the academic environment at Cal Poly, and
- WHEREAS, Academic program reviews under AB 82-01 are largely internally-generated and lack the perspective and objectivity of broader peer review, and
- WHEREAS, Budgetary allocations have not been linked to academic program reviews under AB 82-1, and
- WHEREAS, In response to budgetary short-falls in the 1991 academic year, the academic program review process conducted by faculty to identify programs at-risk, created an environment of apprehension and tension amongst the faculty and staff, and
- WHEREAS, Budgetary problems have continued and are anticipated to continue over an extended number of years, and
- WHEREAS, The faculty have a responsibility to both review academic programs and provide input into the budgetary decision-making process, and
- WHEREAS, The faculty are responsible for curriculum and academic programs, and
- WHEREAS, The quality of the academic programs at Cal Poly needs to be a primary consideration in academic program review, and
- WHEREAS, The administration is responsible for allocation of funds between and among programs, and
- WHEREAS, The administration may use program review recommendations in determining the allocation of resources; therefore, be it
- RESOLVED: That the Academic Senate adopt and recommend to the University a policy of comprehensive academic program review to be conducted by the Academic Program Review Committee (APRC); and be it further,
- RESOLVED: That academic program reviews are for the purpose of improving the quality of academic programs at Cal Poly; and be it further,
- RESOLVED: The processes to be used in implementing the Academic Program Review are to be in accordance with the attached "Academic Program Review and Improvement Detailed Guidelines" (pp. 19-33).

Proposed by the Academic Senate Executive Committee
Date: January 28, 1992
Revised: April 14, 1992

3/23/92

ACADEMIC PROGRAM REVIEW AND IMPROVEMENTS

Introduction

The process below was developed to evaluate academic programs in order to strengthen them. This process is meant to allow all programs campuswide to show their strengths. Items that are underlined were identified as important ones common to all programs. These items must be addressed by each program in some fashion. The other items should be addressed as relevant or appropriate to each program. Therefore, each program can reflect some uniqueness in the information provided. In doing this, some steps have been included which may not apply to all programs.

Each program will be evaluated separately. Graduate programs are to be evaluated in the same manner as undergraduate programs, using the same process as applicable. Since the process asks that all programs be compared to similar peer programs, graduate programs will be compared to other graduate programs for evaluation.

As a program prepares data for this evaluation, it is encouraged to comment on the data, particularly information which may be helpful to the evaluation committee. The program administrator should feel free to include any special explanations for data which might otherwise be interpreted negatively.

Academic program can be defined as a structured grouping of course work designed to meet an educational objective; i.e., degree, certification, credential, or group of courses for a specific purpose (Ethnic Studies, Women's Studies, Extended Education, etc.).

A more detailed explanation of each step is supplied in the Guidelines attached. (* Indicates data to be provided by the Institutional Studies Office).

I. MISSION, GOALS, AND OBJECTIVES OF THE PROGRAM

- A. Relevance of the program to the special mission of Cal Poly, and/or the mission of the CSU
- B. Evidence that the program mission, goals, and objectives are being met
- C. Contribution to the community, state, and nation

II. PROGRAM QUALITY

- A. Curriculum
 - *1. Appropriate sequence, patterns of delivery, and size of class
 - 2. Appropriate comparison with similar peer programs
 - 3. Appropriate course mix related to previously stated goals and objectives

4. Quality evaluation method
 - a. accreditation
 - b. outside evaluation
 - c. other
5. Currency
6. Professional support
7. Professional service
8. Evidence of interdisciplinary activity
9. Evidence of use of senior project as a learning tool
10. Contribution to G,E & B program at Cal Poly
11. Student Advising

B. Faculty

- *1. Demographics (gender, ethnicity)
2. Specific qualifications appropriate to discipline
3. Diversity of faculty
 - a. professional background
 - b. areas of expertise
4. Professionalism & professional work experience
5. Evidence of teaching excellence
6. Evidence of mentoring and personal development of faculty
7. Service to the university, school and community
- *8. Percent of tenure-track versus non-tenure track faculty

C. Students

1. Student profile
 - * a. Average SAT scores of enrolled students
 - * b. Average GPA of transfer students
 - * c. Gender and ethnicity
 - d. Honors, awards, scholarships
 - e. Number of students transferring into and out of major
 - * f. Average quarterly unit load carried by major students
 - g. Evidence of student involvement in program
2. Evidence of successful program completion
 - *a. Student graduation rates
 - *b. Student persistence rates
 - *c. Average length of time for students to graduate
 - d. Percent of graduate placement
 - 1) Other graduate school
 - 2) Graduate programs at Cal Poly
 - 3) Job requiring college degree
 - 4) Unknown
 - e. Other evidence of success relevant to field
3. Alumni evaluations (5, 10, 15 year post-graduation evaluations)
 - a. Strengths of program

- b. Weaknesses of program
- c. Adequacy of knowledge acquired for entry level jobs
- d. Adequacy of program to provide for the overall university experience

D. Academic Support Resources

- 1. Adequacy of facilities/services
- 2. Adequacy of equipment inventories
- 3. Adequacy of access to library resources
 - a. Quality and quantity of library collection
 - b. Relationship to program

III. PROGRAM PRODUCTIVITY

A. Efficient Use of State Resources

- 1. Faculty positions used and faculty positions generated by your program for each of the last five years
- 2. Staff positions used and staff positions generated by your program for each of the last five years
- 3. Administrative time used and administrative time generated by your program for each of the last five years
- 4. Average total cost (salary, O&E, equipment, travel, telephone, etc.) per annual SCU taught for your program for each of the last five years
- 5. Average total cost per FTE major student for your program for each of the last five years
- 6. Average annual WTU taught per FTEF for your program for each of the last five years (for each faculty member)
- 7. Average quarterly faculty contact hour load for your program (for each faculty member)

B. Generation and Use of Non-State Resources

(It should be acknowledged that there is not equality of opportunity for all programs in this regard)

- 1. Provide a list of all grants and contracts submitted and funded by your faculty for each of the last five years (give title and dollar amount)
- 2. For each of the last five years, list the amount of money generated via your program's fund raising efforts. Also indicate how this money was spent.
- 3. For each of the last five years, list the gifts of equipment, supplies and services received by your program
- 4. List all other non-state income generated for each of the last five years and indicate how that money was spent.

IV. PROGRAM NEED

- A. Job market need
- *B. Program uniqueness
- C. Integral Component to State University Education
- *D. Student Demand

V. SELF ASSESSMENT

3/29/92 ACADEMIC PROGRAM REVIEW AND IMPROVEMENT
DETAILED GUIDELINES

I. MISSION, GOALS, AND OBJECTIVES OF THE PROGRAM

A. Relevance of the program to the special mission of Cal Poly, and/or the mission of the CSU
See the attached Title 5 description (subchapter 2, Articles 1 and 2), and the mission statement of the California State University-A, B.

B. Evidence that the program mission, goals, and objectives are being met
List the program mission, goals, and objectives.
Include your departmental priorities. (See attached list of examples of instructional priorities for reference-C).

C. Contribution to the community, state, and nation
In what general ways does the program contribute to each of these? Are the graduates of particular service?

II. PROGRAM QUALITY

A. Curriculum

1. Appropriate sequence, patterns of delivery, and size of class

Using data provided by Institutional Studies, identify low/over enrollment courses and explain circumstances for each. Low enrollment defined by Administrative bulletin 82-1. Low enrollment courses defined as less than 13 students for lower division, less than 10 students for upper division, and less than 5 for graduate courses and, frequency of offering of these courses for the last two years. Identify graduate courses with high undergraduate enrollment and explain circumstances for each one. Describe structure of curriculum including actual or possible course taking sequences and patterns (demonstrate with flow chart).

What other programs on campus have an impact on the ability of your students to graduate on time?

2. Appropriate comparison with similar peer programs
Summarize and compare with identical or similar programs.

3. Appropriate course mix related to previously stated goals and objectives
Do your course offerings meet the stated goals and objectives of your department?

List all major concentrations currently offered and specify the number of students enrolled in each.

4. Quality evaluation method

Provide information on how your program is evaluated by the appropriate means including one or more of the following methods:

a. accreditation

Indicate if accreditation agencies exist for your program evaluation. Is your program accredited? Provide summary report form last accreditation review.

b. outside evaluation

Indicate any other foundations, professional associations or societies, or external peer reviews that are used to evaluate your program.

c. other

If used, indicate occurrences and formal procedures for student and alumni evaluation.

5. Currency

Describe how your curriculum has responded to factors such as changing emphasis in the discipline, new technological development, changing character of society, current national curricular trends, demands by the profession and employers, etc.

6. Professional support

What support (nonmonetary) is provided by your profession in contributing to the enhancement of your curriculum.

7. Professional service

List the service or in-service activities sponsored by your program during the past five years and list the number of people accommodated in each activity. Were these activities offered for credit?

8. Evidence of interdisciplinary activity

List any interdisciplinary/problem-based studies or activities emphasizing the unity of knowledge and the cooperative contributions of individual disciplines.

Briefly, describe any courses developed by two or more departments for a major in your program or any cooperative arrangements that have been explored.

Briefly, describe the inter-relationship of your program with other programs.

9. Evidence of use of senior project as a learning tool

Is senior project an essential component of your curriculum? What role does it play as a part of your major? How is senior project organized and managed in your department? How many students do not successfully complete senior project in your majors?

10. Contribution to G,E & B program at Cal Poly

If your program provides G,E & B courses, please identify those courses.

11. Student Advising

Summarize the academic, professional, and career advising service that your program offers and its effectiveness.

Are advising responsibilities shared by all faculty? Briefly, describe the department's procedures to ensure that students receive accurate and timely academic advising.

B. Faculty

Many of the faculty professional activities can be summarized in a table format. See attachment D for example of a form to use.

1. Demographics

a. affirmative action target goals

* b. gender

* c. ethnic diversity

2. Specific qualifications appropriate to discipline

3. Diversity of faculty

a. professional background

b. areas of expertise

c. appropriate faculty expertise related to professional background

4. Professionalism & professional work experience

5. Evidence of teaching excellence for past five years

6. Evidence of mentoring and personal development of faculty for past five years

7. Service to the university, school and community for past five years

* 8. Percent of tenure-track versus non-tenured track faculty

C. Students

1. Student profile

a. Average SAT scores of enrolled FTF students

b. Average GPA of new transfer students

c. Gender and ethnicity

d. Honors, awards, scholarships

Are the trends of items a-d over the last five years of any significance to the program?

e. Number of students transferring into and out of major

What percent of your students leave your program as internal transfers per year? What percent of your students are internal transfers? Identify any major difficulties students transferring in may have in completing the program?

f. Average quarterly class load enrolled in by major students

What percent of your students are primarily full-time students? Are significant numbers of students part-time because of program or institutional policy?

g. Evidence of student involvement in program (i.e., clubs, extra projects, etc.)

2. Evidence of successful program completion

a. Student graduation rates

Do the trends over the last five years of the percentages of majors graduating indicate any significant changes in the program?

Over the last five years, indicate the number of majors who have filed for graduation and the number who have completed their degree.

b. Student persistence rates

How many students who enter eventually complete the program?

c. Average length of time for students to graduate

Why are students not completing their degrees according to projected time frames?

d. Percent of graduate placement (over the last five years)

1) Graduate programs at other universities

What percentage of your graduates attend graduate programs at other schools?

2) Graduate programs at Cal Poly

What percentage of your graduates attend graduate programs at Cal Poly?

3) Jobs requiring your or a similar college degree

What percent of your graduates are currently employed in a field utilizing your or a similar college degree?

4) Jobs requiring any other college degree

What percent of your graduates are currently employed in a field utilizing any other college degree?

5) Unknown

Of your graduates, what percent is there status unknown?

- e. Other evidence of success relevant to field
What are the pass rates for professional registration or certification, acceptance rates to graduates internships, etc?

3. Alumni evaluations (5, 10, 15 year post-graduation evaluations)

a. Strengths of program

What input have you received from alumni regarding the strengths of your program?

b. Weaknesses of program

What input have you received from alumni regarding the weaknesses of your program?

c. Adequacy of knowledge acquired for entry level jobs

Do the students have an adequate level of knowledge acquired for entry level jobs?

d. Adequacy of program to provide for the overall university experience

How does your program keep in contact with alumni? How do the responses from the different post-graduation ages differ?

D. Academic Support Services

1. Adequacy of facilities/Services

How adequate are your facilities such as classrooms, offices, laboratories, etc?

2. Adequacy of equipment inventories

How adequate is your equipment inventory including computers, lab equipment, and maintenance of this equipment?

3. Adequacy of access to library resources

How adequate is your access to the resources available to the library?

a. Quality and quantity of library collection

Is the library's collection sufficient in quality depth, diversity and currentness to meet the needs of the academic program?

b. Relationship to program

Is the library's collection structured in direct relationship to the nature and level of the academic program's curricular offerings, including graduate courses?

III. PROGRAM PRODUCTIVITY

* A. Efficient Use of State Resources

1. Faculty positions used and faculty positions generated by your program for each of the last five years
2. Staff positions used and staff positions generated by your program for each of the last five years
3. Administrative time used and administrative time generated by your program for each of the last five years
4. Average total cost (salary, O&E, equipment, travel, telephone, etc.) per annual SCU taught for your program for each of the last five years
5. Average total cost per FTE major student for your program for each of the last five years
6. Average annual WTU taught per FTEF for your program for each of the last five years (for each faculty member)
7. Average quarterly faculty contact hour load for your program (for each faculty member)

B. Generation and Use of Non-State Resources

(It should be acknowledged that there is not equality of opportunity for all programs in this regard)

1. Provide a list of all grants and contracts submitted and funded by your faculty for each of the last five years (give title and dollar amount)
2. For each of the last five years, list the amount of money generated via your programs fund raising efforts. Also indicate how this money was spent.
3. For each of the last five years, list the gifts of equipment, supplies and services received by your program
4. List all other non-state income generated for each of the last five years and indicate how that money was spent.

IV. PROGRAM NEED

A. Job market need

Are graduates from the program in demand? If applicable, what is the ratio of requests for graduates at the placement center to actual graduates?

B. Program uniqueness

1. What is the need for the program at Cal Poly, in the state of California, nationwide? Compare enrollment to other programs in the state.
2. Are there courses offered in your department that are similar to courses offered in other departments?
If so, what is the specific need for these courses within your department?

c. Integral Component to State University Education

Is your program essential to the CSU education?

d. Student Demand

Provide data on the number of applicants to your program and the number of students accommodated. Include any other relevant information on these students if appropriate.

V. SELF-ASSESSMENT

Identify the strengths, weaknesses and any constraints existing for your program. Draw from the information compiled in the preceding sections of this document. Indicate strategies or plans designed to improve the areas of weakness and future areas of strengthening for your program.

Division 5. Board of Trustees of the California State Universities

Chapter 1. California State University

Subchapter 1. Definitions

§ 40000. Campus.

As used in this Chapter, the term "campus" shall mean any of the institutions included within the California State University and Colleges, as specified in Section 89001 of the Education Code.

NOTE: Authority cited: Sections 66600 and 89030, Education Code.

HISTORY

1. New Subchapter 1 (Section 40000) filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
2. Amendment of section and NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

Subchapter 2. Educational Program

Article 1. General Function

§ 40050. Functions.

The primary function of the California State University and Colleges is the provision of instruction for undergraduate students and graduate students through the master's degree, in the liberal arts and sciences, in applied fields and in the professions, including the teaching profession. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be authorized only when mutually agreed upon by the Board of Trustees of the California State University and Colleges and the Board of Governors of the California Community Colleges. The doctoral degree may be awarded jointly with the University of California, or jointly with a private institution of higher education accredited by the Western Association of Schools and Colleges, provided that in the latter case, the doctoral program is approved by the California Postsecondary Education Commission. Faculty research is authorized to the extent that it is consistent with the primary function of the California State University and Colleges and the facilities provided for that function.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 66608, Education Code.

HISTORY

1. Renumbering of Subchapters 1-6 to Subchapters 2-7, inclusive. Amendment and renumbering of Section 40000 filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35). For prior history, see Register 71, No. 1.
2. Amendment of section and NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

§ 40051. California Polytechnic State University, San Luis Obispo and California Polytechnic State University, Pomona, Special Emphases.

In addition to the functions provided by Section 40050, California Polytechnic State University, San Luis Obispo, and California Polytechnic State University, Pomona, shall each be authorized to emphasize the applied fields of agriculture, engineering, business, home economics and other occupational and professional fields. This section shall be liberally construed.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 93404, Education Code.

HISTORY

1. Amendment filed 12-29-70; effective thirtieth day thereafter (Register 71, No. 1).
2. Amendment and renumbering of Section 40001 filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

Article 2. Curricula

§ 40100. Authorization to Establish Curricula.

A campus may be authorized by the Board of Trustees to establish and maintain curricula leading to the bachelor's degree, and the master's degree, and the doctoral degree; provided, that in the case of the doctoral degree, the requirements of Section 40050 are satisfied.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

HISTORY

1. Amendment filed 12-29-70; effective thirtieth day thereafter (Register 71, No. 1).
2. Amendment filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

§ 40100.1. Cooperative Curricula.

Curricula leading to the bachelor's or master's degree may be established cooperatively by two or more campuses. The Chancellor is authorized to establish and from time to time revise such procedures as may be appropriate for the administration of this section.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

HISTORY

1. New section filed 8-22-72; effective thirtieth day thereafter (Register 72, No. 35).
2. Amendment filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

§ 40100.2. The Consortium of the California State University and Colleges.

The Consortium of The California State University and Colleges ("The Consortium") is hereby established. Notwithstanding any other provision of this chapter to the contrary, The Consortium shall conduct academic programs utilizing combined faculty and program resources of The California State University and Colleges, and degrees authorized in Article 6, Subchapter 2 of this chapter may be awarded by The Consortium in the name of the Board of Trustees. The Chancellor is authorized to establish and from time to time to revise such provisions as may be appropriate for the administration of this section. The Chancellor shall report annually to the Board on such provisions issued pursuant to this section, commencing at the first meeting of the Board following July 1, 1974.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Sections 66600 and 89030, Education Code.

HISTORY

1. New section filed 6-21-73; effective thirtieth day thereafter (Register 73, No. 25).
2. Amendment of NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
3. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).

§ 40101. Authorization to Recommend for Teaching Credentials.

A campus may establish and maintain courses leading toward fulfillment of requirements for one or more public school service credentials, and when a campus is approved by the Commission for Teacher Preparation and Licensing, the campus is authorized to recommend qualified applicants to the Commission for Teacher Preparation and Licensing for the credential.

NOTE: Authority cited: Sections 66600, 89030 and 89035, Education Code. Reference: Section 44227, Education Code.

Attachment A

The Mission of The California State University

I. The mission of The California State University is:

To advance and extend knowledge, learning, and culture, especially throughout California.

To provide opportunities for individuals to develop intellectually, personally, and professionally.

To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.

To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.

To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.

To prepare students for an international, multi-cultural society.

To provide public services that enrich the university and its communities.

II. To accomplish its mission over time and under changing conditions, The California State University:

Emphasizes quality in instruction.

Provides an environment in which scholarship, research, creative, artistic, and professional activity are valued and supported.

Stresses the importance of the liberal arts and sciences as the indispensable foundation of the baccalaureate degree.

Requires of its bachelor's degree graduates breadth of understanding, depth of knowledge, and the acquisition of such skills as will allow them to be responsible citizens in a democracy.

Requires of its advanced degree and credential recipients a depth of knowledge, completeness of understanding, and appreciation of excellence that enables them to contribute continuously to the advancement of their fields and professions.

Seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach.

Works in partnership with other California educational institutions to maximize educational opportunities for students.

Serves communities as educational, public service, cultural, and artistic centers in ways appropriate to individual campus locations and emphases.

Encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.

Examples of Instructional Priorities

Attachment C

Please rank in descending order of priority the following instructional priorities as your ~~unit~~ ^{program} now performs them:

- _____ Provide liberal arts and/or general education.
- _____ Provide undergraduate educational preparation through majors, minors, options, concentrations, and special emphases. Please rank in descending order of priority any options, concentrations, and special emphases you offer. (An option, concentration or special emphasis requires University approval and is defined as "an aggregate of courses within a degree major designed to give a student a specialized knowledge, competence, or skill.")
- _____ Provide core courses within school/division.
- _____ Provide service function for other programs.
- _____ Provide graduate study through the master's degree. Please rank in descending order of priority any options, concentrations, and special emphases you offer.
- _____ Provide professional/pre-professional training (e.g., teacher education, pre-law).
- _____ Provide extended education, consortium, off-campus, or external degree programs.
- _____ Provide in-service training for those currently employed.
- _____ Other (please identify).

EXAMPLE

Faculty

Criteria

Conference Attend.

State

Regional

National

International

Papers Presented

Referreed Jour.

Nonrefer. Jour.

Books Published

Offices Held

State

Regional

National

International

Speaking(Local)

Consulting

Grants

Professional Work Exper.

Editorships

Faculty Professional Activities

Lower Division

Upper Division

Graduate

(Course Title)
(Number)

SELECTION OF ACADEMIC PROGRAMS FOR REVIEW

The selection process for programs to be reviewed should be in accordance with the following steps:

1. Develop a MASTER FILE on all programs subject to the Program Review process, both undergraduate and graduate.
2. Identify those programs that are subject to accreditation review and the dates when such review is to next occur.
3. Project the Program Reviews over a five-year period, and insure that programs subject to accreditation have congruent times for the accreditation reviews as well as the internal Program Reviews; thus, minimizing demand upon resources.
4. In each year, by May 1, the Academic Senate office shall solicit programs for those wishing to be reviewed, either because of accreditation or other external reviews, or for other reasons.
5. If a sufficient number of programs are not identified in #4, then the Academic Senate Executive Committee shall select additional programs, from those subject to review on a current basis, using random selection.
6. A listing of programs to be reviewed in the next academic year shall be completed by the Academic Senate by June 1, with said list being submitted to the Vice-president for Academic Affairs and the affected programs. Every effort should be made to provide notice of review at least one academic year in advance.
7. Assure there is a mix of programs between those that are subject to accreditation as well as those that are not.
8. No school shall have all of its programs reviewed in the same year, irrespective of accreditation review or other external review.

ACADEMIC PROGRAM REVIEW COMMITTEE MEMBERS

1. The Committee shall consist of 8 tenured full professors; one from each of the seven schools, one from the Academic Senate, and a non-voting ex-officio person appointed by the Vice-president for Academic Affairs. The University Center for Teacher Education shall be included with a school of their choice for the selection of the representative from that unit.
2. Each School caucus shall forward the names of three nominees to the Academic Senate Office. The Academic Senate Executive Committee members shall receive a ballot of these nominees

and shall have five days to vote and return their marked ballots to the Academic Senate office for counting of the returns by the Academic Senate Elections Committee. The name of the person receiving the highest number of votes from each school shall be the person elected to serve on the Program Review Committee.

The person receiving the second highest number of votes from his school shall be the alternate to the committee, if from a different department. If the person receiving the second highest votes is from the same department as the persons with the highest number of votes, then the third person on the ballot will be considered to be the alternate, if from a department different from the department of the highest vote receiver.

3. No member of the committee shall participate or be present when a program sponsored by that representative's department is under consideration by the committee. In such instances, the alternate, whom shall be from a department other than the one under review, will represent that school until the program review is completed and a report forwarded to the Academic Senate.
4. Committee members shall be elected for a two year term, and may be reelected for a second consecutive term.
5. The representatives from the School's of Agriculture, Business, Liberal Arts, and Professional Studies elected in 1991-92 shall be elected for two year terms ending June 1, 1994.
6. The representatives from the Schools of Architecture and Environmental Design, Engineering, and Professional Studies elected in 1991-92 shall be elected for a one year term ending June 1, 1993.
7. Should a vacancy occur the replacement shall be elected in the same process as described in section 2, and shall complete the term of the person replaced.
8. Should a vacancy occur in the first year of the term for that position, the replacement person shall be eligible for one addition consecutive term. Should the vacancy occur after the first year of a term, the replacement will be eligible for two consecutive terms following the completion of the term as a replacement.
9. Persons excluded from eligibility for the 1991-92 election only, are those persons who served on the program review task force in 1990-91 and those who served on the 1991-92 Ad Hoc Committee for Program Review Criteria.

10. The Administration shall be expected to provide the necessary support staff to enable the Program Review Committee to carry out its responsibilities.
11. Members of the Program Review Committee should be provided with released time in which to perform this responsibility.

IMPLEMENTATION OF REVIEW AND REPORT FORMAT

1. The office of the Vice-president for Academic Affairs shall provide all program heads with a copy of the University Academic Program Review Criteria and the guidelines that are to be used to evaluate academic programs. (This document, once approved, should remain largely unchanged from year to year.)
2. The review process shall be conducted by the Academic Program Review Committee (APRC), with the composition and selection of the Committee in accordance with other parts of this document.
3. Programs selected by the Academic Senate Executive Committee will prepare information packages for evaluation by the APRC. These packages shall be formatted in conformity with the criteria and guidelines instructions. The completed packages will be submitted to the Academic Senate office for distribution to the APRC, with a copy also being forwarded to the appropriate School Dean.
4. The evaluation process shall be a review and assessment of the materials pertaining to a program. The Committee will prepare a list of Findings based on the materials contained in the package submitted.
5. Members of the program being reviewed shall be given the opportunity to meet with the APRC and to discuss the FINDINGS, and to submit written Responses to the Findings.
7. After receiving the Responses, the APRC will prepare Recommendations. In developing the Recommendations, the APRC shall give careful consideration to the Responses received.
8. The APRC shall prepare a report to the Academic Senate Executive Committee, with a copy to the program administrator and the appropriate school.
9. The report will be structured in the following order:
FINDINGS
RESPONSES
RECOMMENDATIONS
The original package of materials provided by the program

under review will be included in the report to the Academic Senate Executive Committee.

10. Following review by the Academic Senate Executive Committee, the completed report will be submitted to the Academic Senate for review and comment.
11. After review by the Academic Senate, the report, with recommendations from the Academic Senate, will be forwarded to the Vice-president for Academic Affairs and the appropriate program administrator and school dean.
12. The responses of the Academic Senate should be limited to broad policy issues raised by the Review process, rather than focusing on recommendations concerning specific aspects of a program.
13. The Vice-president for Academic Affairs shall have the responsibility for responding to the recommendations made concerning specific programs.
14. Any action taken by the administration, which is based upon the recommendations of the APRC shall be communicated to the parties involved and to the Academic Senate.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/IC
RESOLUTION ON
CHANGE OF GRADE

- WHEREAS, Title 5 of the California Administrative Code, Sections 40104 and 40104.1 authorize the Chancellor and the individual campuses to designate and assign grades for academic work; and
- WHEREAS, CSU Executive Order 320 (dated January 18, 1980) specifically provides mechanisms for faculty and students to ensure that their rights and responsibilities regarding the assignment of grades are properly recognized and protected; and
- WHEREAS, CSU EO 320 authorizes and assigns responsibility for providing policy and procedures for the proper implementation of the aforementioned principles; and
- WHEREAS, According to CSU EO 320, "faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades"; and
- WHEREAS, Such grade assignments are presumed to be correct, and it is the responsibility of anyone appealing an assigned grade to demonstrate otherwise; and
- WHEREAS, Every instructor, when assigning grades, strives for equity to all students, and in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final; and
- WHEREAS, The Academic Senate Fairness Board has been established for the primary purpose of hearing grievances regarding student challenges to grades assigned; and
- WHEREAS, Cal Poly has never developed a policy or procedures as provided for in CSU EO 320; therefore, be it
- RESOLVED: That the university recognize the prerogative of faculty to set standards of performance and to apply these standards to individual students; and be it further

RESOLUTION ON CHANGE OF GRADE
AS- -92/IC

Page 2

RESOLVED: That the university will seek to correct injustices to students, while also believing that the instructor's judgement at the time the original grade is assigned is superior to a later reconsideration of an individual case; and be it finally

RESOLVED: That the following policy and procedures be adopted to apply to changes of grade:

POLICY

All course grades are final when filed by the instructor of record in the end-of-term course grade report. A student may request a change of grade under the conditions identified in the following paragraph. Such a request must be made no later than the end of the seventh (7th) week of the Fall, Winter, or Spring term following the award of the original grade.

A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the student's original performance and discovers an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.

Changes of Authorized Incomplete; Unauthorized Incomplete; and Satisfactory Progress symbols will occur as the student completes the required course work, and therefore such action does not normally require a request for a change of grade on the part of the student. Any other request for a change of grade will not be considered after one year from the end of the term during which the grade was awarded.

PROCEDURES

1. Every instructor is required to file assigned grades using the end-of-term course grade report. Each student will be notified by mail of the grades earned during the term, and these grades will become a part of the official record. As these course grades are considered final when filed, any changes in the filed

RESOLUTION ON CHANGE OF GRADE
AS- -92/IC

Page 3

grades must follow these procedures.

2. A student may request a change of grade no later than the end of the seventh (7th) week of the Fall, Winter, or Spring term following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Records Office. These forms are available in department offices, and shall not be handled by the student. If the instructor determines that there is not a valid basis for changing the grade, and denies the student's request, that decision is final. The student may then file a petition with the Fairness Board on the basis of capricious or prejudicial treatment by the instructor.
3. In the event a Change of Grade form is completed and signed by the instructor, the form will contain a note identifying the reason for the change. The form will further be signed by the department head/chair before acceptance by the Registrar.
4. Any change of grade initiated after the end of the seventh (7th) week of the following regular term will be approved only under extraordinary circumstances. Any such request will carry an explanation of such circumstances, and will be signed by the instructor, department head/chair, and the dean before acceptance by the Registrar. *"extraordinary circumstances"* - - -
5. ~~Grade changes after award of a degree or credential shall only occur as a result of a grade appeal.~~

Once a degree is awarded - - -

Proposed by the Academic
Senate Instruction Committee
February 25, 1992

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: March 30, 1992

Copies:

To: Glenn Irvin
Associate Vice President for Academic Affairs

via: Charles Andrews, Academic Senate Chair

From: Bob Wolf, Chair
Academic Senate Fairness Board

Subject: Reaction to Irvin-Koob Memo, August 12, 1991, Regarding
Changes of Grade Policy

The following comments are numbered to correspond to the numbering of the paragraphs contained in the above-referenced memo:

1. There is a perceived problem that the submission of grades is due too soon after final exams and does not allow possible acceptance of late or extra credit papers from students. Many universities have grades submitted much later than Cal Poly (three weeks later at some universities in the CSU system).
2. The only basis for a change of grade seems to be too restrictive. What if the instructor, after turning in the grades, discovered the student plagiarized to some degree or another a paper/project? Also, vague deadlines given by the instructor or the "special" situation of a student may justify the acceptance of a project/paper after grades have been submitted.
3. What is the logic of the sixty-day time period? Why can't an instructor also initiate a change of grade? An error may be found by the instructor due to a misplaced paper or there may be other valid reasons to warrant such a change?
4. The signature by the department chair/head seems too antithetical to the professional autonomy of the instructor. Is the instructor to be trusted or not with the determination of a grade for a student?
5. Please give a few, specific examples of "extraordinary circumstances" to better ascertain that all students are treated similarly.

If the Fairness Board can be of further assistance, do not hesitate to contact me.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/C&BC
RESOLUTION ON COMMITTEE REPORTING

WHEREAS, Article VII.F. of the Bylaws states that Academic Senate committees shall report committee actions at each regular Senate meeting, and

WHEREAS, This process would be time consuming, and

WHEREAS, Committees are not currently reporting at Senate meetings, therefore, be it

RESOLVED: That Article VII.F. of the Academic Senate Bylaws read as follows:

F. Reporting

Each committee shall maintain a written record of its deliberations. ~~to be reported at each regular Senate meeting,~~ Minutes of each meeting shall be submitted to the Academic Senate office and shall submit a A summary year-end report shall be submitted to the outgoing Executive Committee before the June regular meeting of the Senate. ~~Committees responsible to evaluate and/or prioritize applications of faculty members shall develop and publicize criteria to be used in the following year by May 1. The Senate shall be notified if this deadline cannot be met.~~

Proposed By: Academic
Senate Constitution and
Bylaws Committee
February 25, 1992
Revised: March 10, 1992

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92/LRPC
RESOLUTION ON
REVIEW OF PROPOSAL FOR GRADUATE STUDIES AT CAL POLY

- RESOLVED: That the attached Review of Proposal for Graduate Studies at Cal Poly be accepted and forwarded to the Graduate Studies Committee; and be it further
- RESOLVED: That the final draft of the Graduate Studies Proposal be submitted to the Academic Senate for review and approval.

Proposed By: The
Academic Senate Long-
Range Planning Committee
Date: March 31, 1992

REVISED
DRAFT

RECEIVED

MAR 3 1992

Long Range Planning Committee
February 28, 1992

Academic Senate

Review of Proposal for Graduate Studies at Cal Poly

The Long Range Planning Committee (LRPC) reviewed the October 3, 1991 proposal initiated by the Graduate Studies Committee for Graduate Studies at Cal Poly. In making this review they also referred to the 1989 Report of the Advisory Committee to Study Graduate Education in the CSU (*Graduate Education in the California State University: Implementation Plan for Meeting Public Needs Consistent with Educational Priorities* and the *Recommendations on Graduate Education* approved by the Trustees at the September 11, 1991 meeting.

In general the LRPC agreed with the Cal Poly proposal. Since Cal Poly is committed to a graduate program limited to 10 to 15 percent of the overall enrollment, that program should be a quality program. Many of the current graduate programs need to be upgraded in order to satisfy the definition of quality stated in the Trustee's Implementation Plan. Current programs need to be reviewed critically to determine their quality and the requirements for improving them. The proposal from the Graduate Studies Committee has many good recommendations for doing this.

An extremely important point is that any change in the graduate programs at Cal Poly should not erode the funding support base for undergraduate studies, which remain the primary mission of the institution. Many items in the proposal, such as the statement on page five, "Graduate programs shall be allocated the resources necessary for their development and maintenance." are so general and may be interpreted in so many ways that resources could be pulled from undergraduate education and redirected to graduate programs. It seems unlikely that additional state funding will be available to the campus to augment funding for graduate programs. The LRPC recommends that additional funding for graduate studies at Cal Poly be sought from sources outside the general fund. This includes aggressive pursuit of funding for graduate fellowships. Both graduate and undergraduate programs require adequate funding and neither should suffer at the expense of the other.

The recommendation on page six, "that the key university-wide services supportive of graduate studies be focused in a single office in the line administration" was another area of concern to the LRPC. While all agree there should be a central office to contact for general information, this does not mean that all graduate studies support functions are best conducted in a single office. The functions of admissions and record keeping are perhaps best handled by the centralized processing that now occurs. This allows the university to have specialists in the areas to keep abreast of campus, system-wide, state, and federal regulations regarding procedures, student records, and student rights. A separate graduate application form was recommended by the 1989 Advisory Committee report. This seems like a good idea. It might be possible to more clearly define graduate program roles for certain individuals within the current service offices. The single point of contact could be achieved within the current graduate studies structure since the information necessary is available in the SIS Plus system; however, the point of contact should be highly visible and located in an area of normal student traffic. Graduate coordinators in each degree program need to work closely with department faculty to insure that master's candidates have been accepted by a faculty committee/advisor before enrolling in graduate courses.

The graduate programs at Cal Poly should adhere to most of the standards in the Trustee-approved implementation plan; however, there were some distinct areas of concern in this regard. Recommendation 1.a.3 calls for a core curriculum where appropriate. The appropriateness should be determined by the faculty involved with the program at the local campus level. Recommendations 2 and 5 should not detract from nor erode the funding base for undergraduate instruction. Dollars earmarked for graduate studies should be in addition to undergraduate support, not merely dollars shifted from undergraduate support to graduate support. These dollars should be real added dollars in the budget. Similarly, funds generated by graduate programs should not be allocated to undergraduate instruction (proposal, page 4), but rather used to maintain or improve graduate program quality. Recommendation 3 would require 70 percent of the coursework in a program to be at the graduate level. This is a standard which is above what has been the national standard for graduate programs in the U.S. In addition, this would impose a hardship on low-enrollment graduate programs by increasing the need for graduate level courses, many of which would have less than break-even enrollment. The LRPC questions the system-wide implementation of this standard.

The concerns discussed here should be addressed by the Graduate Studies Committee before seeking final approval of the graduate studies proposal.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -92
RESOLUTION ON
GRADUATE STUDIES AT CAL POLY

- WHEREAS, The CSU has just completed an exhaustive study of graduate studies and has reaffirmed the importance of its role on the 20-campus system; and
- WHEREAS, That study has been endorsed and accepted by the CSU Trustees at its September, 1991 meeting; and
- WHEREAS, Cal Poly through its Strategic Planning Committee has made proposals that will affect the role of the university in relation to graduate studies; and
- WHEREAS, The Graduate Studies Committee is seeking ways to improve graduate instruction and to enhance the environment for graduate students; therefore, be it
- RESOLVED: That the Academic Senate accept this report and recommend it to the President for adoption as a ~~document~~ policy to guide the further development of graduate studies at Cal Poly.

Proposed by the Graduate Studies
Committee
Date: October 3, 1991
Revised: March 31, 1992

GRADUATE STUDIES AT CAL POLY
a proposal initiated by
the Graduate Studies Committee

October 3, 1991

Mission and goals

Graduate studies in The California State University system involves programs leading to the master's degree and in some instances, to joint doctoral degrees in collaboration with doctoral degree granting institutions in the state. The term "graduate work" also applies to postbaccalaureate work leading to a credential or certificate. CSU campuses offer the Master of Science and the Master of Arts degrees as well as applied degrees (both first and second professional degrees).

The goal of graduate education at Cal Poly is to offer students advanced study in professional and technical programs relevant to professional currency and scholarship, and consistent with the overall mission of the university. Generally, master's degree programs will satisfy this need, although in certain instances, joint doctoral programs will be the appropriate means.

The master's degree indicates that the holder has mastered a program of study in a particular field sufficiently to pursue creative projects in that specialty. The degree is normally awarded for the completion of a coherent program designed to assure the mastery of specified knowledge and skills, rather than for the accumulation of a certain number of random course credits after the baccalaureate.

Graduate education has many benefits. The concentration on advanced learning, characterized by problem-solving and the search for new knowledge, creates an intensified intellectual environment that benefits students, faculty and, thus, the entire campus community. It offers faculty members the opportunity to pursue intellectual inquiry and research in greater depth than at the baccalaureate level. The emphasis on applied educational programs and research directly benefits the State of California and its industry.

Background

Cal Poly offers master's degree programs that are concentrated in a highly selected number of areas. In 1989, the Western Association of Schools and Colleges accreditation team noted in its report that since its last study, master's programs have continued to develop and mature: "Several of the master's programs have grown notably in size and quality during the past decade. . . ." One programmatic area--the MS degree in Counseling--offers only master's level programs, but this is the exception "since graduate programs at Cal Poly operate in a campus culture that remains primarily undergraduate in orientation." The report goes on to note that as faculty qualifications continue to increase, "it is reasonable to expect that graduate programs will continue to be strengthened."

Some of the evidence the WASC team used is shown in the snapshot of enrollments given in the Appendix. This chart shows that the number of master's candidates has increased over 35% in the last five years, and the number of master's degrees offered has increased from fifteen to nineteen. In addition, qualifications of new faculty have improved and external grants for research have grown tenfold in the last decade to over \$4,200,000, garnering the equivalent of over \$5000 in research dollars for each graduate student on campus--twice the amount earned per student by our nearest competitor in the CSU. What is remarkable about this record of achievement is that it has been achieved under particularly trying circumstances.

A Cal State committee was formed three years ago to study the master's degree on the then nineteen campuses. Its thorough report and implementation plan, which identifies a number of areas of serious concern, was approved by the Trustees at its September, 1991 meeting. The campus Graduate Studies Committee, responding to and building on this report, notes the following impediments to quality graduate programs:

- an admissions office that finds it increasingly difficult to accommodate the special needs of graduate admissions in the crush of undergraduate applications

- a graduate curriculum review process that does not include evaluation by a university-wide group committed to with the welfare of graduate programs

- mode and level funding that uses 15 student credit units as the fulltime load for graduate students rather than a 12 or 9 student credit unit load.

- an administrative environment that mingles graduate and undergraduate concerns routinely, even when their needs are distinct and clearly different

inadequate instructional workload credit for faculty members advising students on theses, especially second and third readers

inadequate funding for library and support services crucial to advanced work

no general fund support for graduate assistantships for research or teaching

no recognition in the financial aid program for the unique needs of graduate students, or the crucial role that out-of-state tuition waivers play in building a program

no identity for graduate students outside the department through such perquisites as the assignment of library carrels or the allotment of special recognition at graduation

Enhancing graduate studies

This is an opportune time to examine the role of graduate studies at Cal Poly. Senate Bill No. 1570 (the Nielsen Bill), signed into law in the Fall of 1990, reaffirms the primary mission of The California State University as the provision of undergraduate and graduate instruction through the master's degree, with continued authorization of the joint doctoral degree. In addition, the university-wide Strategic Planning Committee, formed to assess the direction the campus should pursue, proposed in its working draft ("Cal Poly Strategic Planning Document," September, 1991) for consideration by the campus the following statement about graduate studies:

Cal Poly shall support and develop quality graduate programs that complement the mission of the university.

Objectives:

- A. By 1995, Cal Poly shall ensure that 10 to 20 percent of each graduating class is in graduate programs. These include postbaccalaureate credential programs, masters degrees, and joint Ph.D. or professional doctorates. Masters degree programs that combine the strengths of two or more disciplines are encouraged.
- B. By the end of the 1992-93 academic year, Cal Poly shall establish a strong supportive structure to assure that the university community provides necessary financial, instructional, library, and administrative resources for graduate programs.

Following on these initiatives, this proposal seeks to improve the environment for graduate level instruction by developing a campus-wide constituency that will serve as an advocate for graduate studies, by directing more attention and support to the development and review of graduate programs, and by providing an identity for graduate studies that consolidates the university-wide administrative support services for graduate programs into a single point of contact for students.

Graduate programs properly developed can become an important source of resources for instruction at both graduate and the undergraduate level. Advanced study in a discipline or profession provides students and faculty the opportunity to win external grants which in turn strengthen the program and offer resources for study, travel, and professional development of the kind we can no longer expect to receive from the state's general fund.

Guiding principles

The following principles are proposed to guide the further development of graduate studies at Cal Poly:

1. Graduate instruction shall be pursued with a commitment proportionate to that which has been traditionally directed towards the undergraduate instructional program.
2. Graduate and undergraduate programs shall be handled individually in those areas where the needs are distinct such as admissions and new program development and review.
3. The primary responsibility for the conduct of the graduate program in matters not affecting the university at large shall remain at the level of the nearest instructional unit, which may be the school or department depending on the scope of the graduate program administered.
4. Graduate programs shall be guided by a campus-wide group of faculty members who are committed to graduate education. This group shall be an enabling rather than a prescriptive body.
5. Graduate programs shall be subject to periodic review, following campus-wide procedures which may involve off-campus reviewers in the discipline.
6. New and continuing graduate degree programs shall be justified in their own terms and merits as they relate to the campus's instructional mission.

7. Graduate programs shall be allocated the resources necessary for their development and maintenance. These resources shall be clearly identified and shall provide an appropriate infrastructure of facilities (including library and information technologies) which enables the conduct of graduate work and research at an appropriate level and in an appropriate and timely fashion. Low enrollment graduate programs judged vital to the university's mission may be given special consideration for support.

Recommendations and analysis/rationale

Three key elements are essential to the welfare of graduate studies: organization, resources, and identity. Organization consists of a university-wide advocacy group, the line organization, and departmental support. Resources include both physical and human ones. Identity consists of tangibles and intangibles which together create the profile of the program and give it recognition among its peers.

A. ORGANIZATION

RECOMMENDATION: That there be a campus-wide academic policy formulating body which has primary responsibility for graduate studies policy and curriculum.

Discussion: Currently those bodies which are key to setting policy for graduate studies--the curriculum committee in particular--do not have significant representation from faculty involved in graduate studies. This proposal addresses that issue by constituting a body comprised mainly of faculty members with a deep commitment to and involvement in graduate studies as the principal group to guide graduate studies on campus.

The group shall be an advocate for graduate instruction and will have responsibility for policy, for the strategic direction of graduate studies, for the level of excellence for new and established programs, and for coordinating admission and monitoring the progress of graduate students. On matters of policy, the actions of the group shall be sent to the executive committee of the Academic Senate for ratification within a prescribed time frame. On matters of curriculum and program, the actions of the group shall be sent to the curriculum committee of the Academic Senate for ratification within a prescribed time frame. Such actions shall be taken to the Vice President for Academic Affairs for consultation before becoming final.

The key person at the school or departmental level shall continue to be the graduate coordinator, who shall be responsible for the integrity and administration of his or her department's graduate programs.

RECOMMENDATION: That the key university-wide services supportive of graduate studies be focused in a single office in the line administration.

Discussion: Currently important university-wide roles and services relating to graduate studies are spread among a number of disparate offices. The graduate studies office is responsible for policy, for the implementation of CSU standards, for monitoring student progress, and for thesis review. But graduate curriculum is coordinated out of another office, admissions from a third, records from a fourth, and so on. Thus, the campus-wide functions that affect graduate students directly are distributed among a number of offices, some of which may not always be sensitive to the needs and concerns of graduate students.

This recommendation would eliminate that deficiency by creating a central point of identity for graduate students, a graduate studies office where graduate students would go to handle their extra-departmental needs. The actual processing of the paperwork may not be performed physically in that office, but the graduate student would have the impression that this was so, and would thus have a coherent image of graduate studies supportive services outside the academic department. In so doing, the graduate studies office will present a coherent image to faculty and students alike.

B. RESOURCES

RECOMMENDATION: That adequate physical resources be made available for graduate studies.

Discussion: The CSU-wide study of graduate programs has urged that funding formulas be revised to provide greater support for the graduate programs in terms of facilities. Needs that must be addressed include dedicated study space for graduate students, e.g. library carrels, improved facilities for research, and better materials, including books, materials, supplies, and equipment.

RECOMMENDATION: That adequate human resources be made available to graduate studies, including appropriate time for faculty and staff development, thesis supervision, teaching, administrative duties, and research.

Discussion: It is widely recognized, as the CSU-wide study has noted, that the human resources necessary for sustaining quality graduate programs are not sufficiently recognized in the current CSU mode and level formulas. Critical areas of deficiency include: inappropriate levels for defining a full time student load for graduate programs (15 units); lack of appropriate workload definition for thesis advising; lack of support for

graduate teaching and research assistantships; and lack of support for merit-based fellowships and out-of-state tuition and fee waivers.

In adopting the graduate study report and recommendations in September of 1991, the Trustees recommended that when the state revenue situation turns around, workload for faculty with significant responsibility for graduate instruction be reduced. This can be accomplished, the report said, "by changing the definition of a full-time equivalent graduate student to 12 Student Credit Units instead of the current 15, but negotiating an increase in the weighting assigned to graduate course units, or by adjusting the normative ratios by which faculty positions are generated for graduate instruction."

In addition, the current mode and level formulas do not address the need for assigned time and clerical support for graduate coordinators. All these issues compound the difficulty of mounting graduate programs of excellence.

C. IDENTITY AND PEER REVIEW

RECOMMENDATION: That the university seek ways to enhance the identity of graduate studies.

Discussion: For many years Cal Poly has articulated its image as that of a preeminent undergraduate institution. This posture has led to distinction nation-wide as a university known for excellence in undergraduate instruction and for uniqueness in its careful understanding of and dedication to its role and mission. But the posture has also inadvertently created problems for the graduate studies program by creating, endorsing, and supporting many traditions that are focussed almost solely on the needs and ends of the undergraduate enterprise. As a result, graduate programs, despite their excellence, have not enjoyed the status accorded undergraduate instruction.

This document proposes that the university actively seek ways to continue to enhance the graduate program by looking for those actions and activities that will increase the awareness of graduate studies on the campus. A key in this endeavor will be the implementation of peer review and recognition, which will elevate the status of graduate studies among the faculty, and thus among the whole academic community.

Conclusion

The Graduate Studies Committee proposes this document for consideration as a guiding statement intended to enhance and strengthen graduate programs on campus. The proposal is part of the campus self evaluation begun with the WASC Accreditation Self Study and continued by the Strategic Planning Committee. It

seeks to sharpen the role and mission of graduate studies within the institution as Cal Poly continues to evolve from its early beginnings as a polytechnic high school to a fully mature comprehensive university. It proposes principles to guide the University as it takes its next steps in that process.

1991/92 GRADUATE PROGRAMS

Aeronautical Engineering M.S. (1988)

Agriculture M.S. (1969)

Specializations:

Agricultural Engineering Technology

General Agriculture

Food Science and Nutrition

International Agricultural Development

Soil Sciences

Architecture M.S. (1988)

Specializations:

Professional Practice

Environmental Design

Biological Sciences M.S. (1967)

Business Administration M.B.A. (1969)

Specializations:

Business Administration

Agribusiness

Chemistry M.S. (1971)

City and Regional Planning M.C.R.P. (1975)

Civil and Environmental Engineering M.S. (1988)

Computer Science M.S. (1973)

Counseling M.S. (1988)

Education M.A. (1948)

Specializations:

Computer-Based Education

Counseling and Guidance

Curriculum and Instruction

Educational Administration

Reading

Special Education

Electronic and Electrical Engineering M.S. (1988)

Specializations:

Computer Engineering

Electrical Engineering

Electronic Engineering

Engineering M.S. (1988)

Specializations:

Biochemical Engineering

Industrial Engineering

Mechanical Engineering

Metallurgical and Materials Engineering

English M.A. (1968)

Emphases:

Literature

Linguistics

Writing

Home Economics M.S. (1968)

Industrial and Technical Studies M.A. (1972)

Joint MBA/Engineering M.S. (1990)

Specialization:

Engineering Management

Mathematics M.S. (1968)

Specializations:

Applied Mathematics

Mathematics Teaching

Physical Education M.S. (1968)

Emphases:

Wellness Movement

Human Movement and Sport

GRADUATE ENROLLMENT

<u>PROGRAM</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
AGRI (45)	64/26	70/29	55/30	58/22	69/23	62
ARCH (45)	29/12	13/5	27/19	19/9	21/5	18
CRP (68)	16/3	18/2	24/4	34/5	28/4	15
MBA (96)	97/36	114/41	123/55	141/61	128/64	118
AERO (45)	-	-	-	2/0	10/1	19
CE (45)	-	-	-	3/3	6/3	9
CSC (45)	58/13	55/22	48/13	54/24	57/11	71
ED (45-48)	123/29	132/47	175/35	172/74	225/70	235
EL/EE (45)	-	-	-	7/10	21/7	28
ENGR (45)	37/15	36/28	47/19	27/10	22/10	23
ENM	-	-	-	-	-	7
ENGL (48)	21/5	17/0	24/6	27/3	41/8	51
CNSLG (90)	42/0	49/4	36/4	39/2	47/8	44
HE	3/3	2/1	1/0	1/4	-	-
IT (45)	12/4	10/5	7/4	11/4	7/5	8
PE (45)	27/4	13/8	14/10	29/7	30/9	29
BIO (45)	14/3	13/8	11/5	9/1	16/6	15
CHEM (45)	8/5	7/0	8/4	6/0	6/3	4
MATH (45)	10/1	18/1	23/7	16/3	12/4	22
TOTAL	561/159	567/201	623/215	656/242	746/241	778

Number in parentheses = amount of units required for degree

Number before slash = Fall quarter census - master's candidates only

Number after slash = Graduates for academic year (no data for 90-91 grads)

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement: The CSU is now faced with budget reductions of unprecedented proportions. In addition, there has not been a timely involvement of the faculty in the budgetary process at Cal Poly until this year. As a consequence, the Academic Senate Budget Committee and the Academic Senate have operated in reaction to the budget, rather than as consultants to the preparation of the budget.

AS- -92/BC
RESOLUTION ON
BUDGET PROCESS

- WHEREAS, The established procedure for the involvement of the Cal Poly Academic Senate in the budget preparation process allows for limited participation of faculty; and
- WHEREAS, Budget decisions directly affect the instructional program of Cal Poly; and
- WHEREAS, The faculty has the primary responsibility for the instructional program; and
- WHEREAS, The current funding does not appear likely to improve significantly in the foreseeable future; therefore, be it
- RESOLVED: That the university shall create a Faculty Position Bank that shall consist of faculty positions which are to be available during contraction of budgets or expansion of budgets; and, be it further
- RESOLVED: That during periods of budget contraction that require faculty reduction, those schools whose tenured and tenure-track faculty will not be affected by lay-off will "lend" to the Faculty Position Bank only positions held by part-time or full-time temporary appointees; and, be it further
- RESOLVED: That a school faced with faculty reduction may apply to "borrow" from the Faculty Position Bank only after all faculty positions that are not tenured or tenure-track in the school have been released; and, be it further

- RESOLVED: When faculty reduction is necessary within a school, said reduction should be implemented on a vertical basis; and, be it further
- RESOLVED: When resources become available, those schools that have borrowed from the Faculty Position Bank must repay those positions before positions may be filled by the borrowing school; and, be it further
- RESOLVED: That during periods of budget expansion that will permit an increase in faculty positions, the university will place these new positions into the Faculty Position Bank; and, be it further
- RESOLVED: That for purposes of allocating new faculty positions, schools seeking new positions or the return of "borrowed" positions, will be required to submit Budget Change Proposals (BCP); and, be it further
- RESOLVED: That the Academic Senate take an active role in the BCP evaluation process.

Proposed by the Academic
Senate Budget Committee
Date: March 31, 1992

8 Minutes - Senate 4/14/92

RESOLUTION ON CHANGE OF GRADE
AS- -92/IC

Page 3

grades must follow these procedures.

2. A student may request a change of grade no later than the end of the seventh (7th) week of the Fall, Winter, or Spring term following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Records Office. These forms are available in department offices, and shall not be handled by the student. If the instructor determines that there is not a valid basis for changing the grade, and denies the student's request, that decision is final. The student may then file a petition with the Fairness Board on the basis of capricious or prejudicial treatment by the instructor.
3. In the event a Change of Grade form is completed and signed by the instructor, the form will contain a note identifying the reason for the change. The form will further be signed by the department head/chair before acceptance by the Registrar.
4. Any change of grade initiated after the end of the seventh (7th) week of the following regular term will be approved only under extraordinary circumstances. Any such request will carry an explanation of such circumstances, and will be signed by the instructor, department head/chair, and the dean before acceptance by the Registrar. "Extraordinary circumstances" shall be defined as, but not limited to, the following conditions and circumstances, and the student shall provide documentation of: (1) personal illness, (2) family emergency, and/or (3) inability to communicate with the instructor prior to the end of the seventh (7th) week following the regular term of instruction.
5. ~~Grade changes after award of a degree or credential shall only occur as a result of a grade appeal. Once a degree is awarded, no grade changes will be made after sixty (60) days from the date the grade report was mailed to the student.~~

Proposed by the Academic
Senate Instruction Committee
February 25, 1992
Revised April 7, 1992

Submitted 4/14/92 Sen

ACADEMIC PROGRAM REVIEW

SUBSTITUTE RESOLVED CLAUSES

- RESOLVED: That the Academic Senate adopt and recommend to the President the attached "Academic Program Review and Improvements" process as the University's means for comprehensive academic program review at Cal Poly; and be it further,
- RESOLVED: That the intent of the "Academic Program Review and Improvements" process is to improve the quality of academic programs at Cal Poly; and be it further,
- RESOLVED: That the Academic Senate appoint an interim "Academic Program Review Committee" for the 1992-93 academic year, in accordance with the attached guidelines; and be it further,
- RESOLVED: That the interim Committee be charged with initiating the implementation of the "Academic Program Review and Improvements Process"; and be it further,
- RESOLVED: That the interim Committee report back to the Academic Senate, by Spring quarter, 1992-93, for Senate approval, any changes in the criteria or process which have been identified as appropriate; and be it further,
- RESOLVED: That during the 1993-94 academic year the Academic Senate establish a standing committee of the Senate, to be known as the Academic Program Review Committee, following the guidelines established by this resolution.

Printed 4/14/92 Sen

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -92
RESOLUTION ON
GRADUATE STUDIES AT CAL POLY**

- WHEREAS, The CSU has just completed an exhaustive study of graduate studies and has reaffirmed the importance of its role on the 20-campus system; and
- WHEREAS, That study has been endorsed and accepted by the CSU Trustees at its September, 1991 meeting; and
- WHEREAS, Cal Poly through its Strategic Planning Committee had made proposals that will affect the role of the university in relation to graduate studies; and
- WHEREAS, The Graduate Studies Committee is seeking ways to improve graduate instruction and to enhance the environment for graduate students; therefore, be it
- RESOLVED: That the Academic Senate accept this report and the review of the Long Range Planning Committee and recommend them to the President for adoption as a ~~document~~ policy to guide the further development of graduate studies at Cal Poly.

Proposed by the Graduate Studies
Committee

Date: October 3, 1992

Revised: April 14, 1992